

## HUNLEY PARK ELEMENTARY

1000 Michigan Ave.  
Charleston, South Carolina 29404

**GRADES** PK-5 Elementary School

**ENROLLMENT** 395 Students

**PRINCIPAL** Michael Ard 843-767-5914

**SUPERINTENDENT** Dr. Maria Goodloe 843-937-6319

**BOARD CHAIR** Mr. Gregg Meyers 843-720-8714

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

|           |      |         |               |                |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 5         | 49   | 52      | 1             | 0              |

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

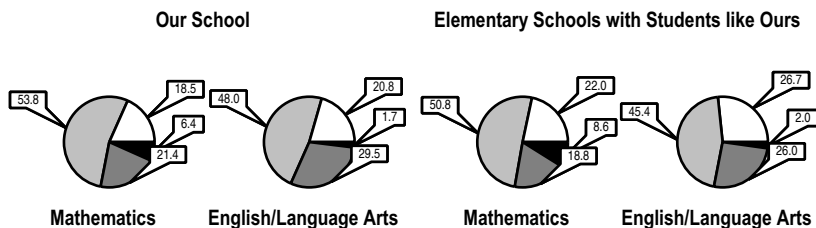
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|      | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Below Average          | Below Average             | N/A                             |
| 2002 | Average                | Excellent                 | N/A                             |
| 2003 | Good                   | Average                   | No                              |
| 2004 |                        |                           |                                 |

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

|   |                    |   |
|---|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | <b>Teachers</b> | <b>Students</b> | <b>Parents</b> |
|--|-----------------|-----------------|----------------|
| Number of surveys returned                             | 26              | 58              | 37             |
| Percent satisfied with learning environment            | 80.0%           | 83.6%           | 94.4%          |
| Percent satisfied with social and physical environment | 84.0%           | 89.7%           | 80.6%          |
| Percent satisfied with home-school relations           | 61.5%           | 94.7%           | 88.9%          |

PACT PERFORMANCE BY GROUP

|                                | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts          |                                  |          |               |         |              |            |                              |                 |
| All students                   | 196                              | 99.5     | 20.8          | 48.0    | 29.5         | 1.7        | 31.2                         | 17.6            |
| Gender                         |                                  |          |               |         |              |            |                              |                 |
| Male                           | 93                               | 100.0    | 25.9          | 54.3    | 18.5         | 1.2        | 19.8                         | 17.6            |
| Female                         | 103                              | 99.0     | 16.3          | 42.4    | 39.1         | 2.2        | 41.3                         | 17.6            |
| Racial/Ethnic Group            |                                  |          |               |         |              |            |                              |                 |
| White                          | 71                               | 100.0    | 10.4          | 47.8    | 40.3         | 1.5        | 41.8                         | 17.6            |
| African-American               | 106                              | 100.0    | 28.7          | 48.9    | 21.3         | 1.1        | 22.3                         | 17.6            |
| Asian/Pacific Islander         | 2                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Hispanic                       | 12                               | 91.7     | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| American Indian/Alaskan        | 1                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Disability Status              |                                  |          |               |         |              |            |                              |                 |
| Not disabled                   | 179                              | 99.4     | 17.7          | 49.4    | 31.0         | 1.9        | 32.9                         | 17.6            |
| Disabled                       | 17                               | 100.0    | 53.3          | 33.3    | 13.3         | N/A        | 13.3                         | 17.6            |
| Migrant Status                 |                                  |          |               |         |              |            |                              |                 |
| Migrant                        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-migrant                    | 196                              | 99.5     | 20.8          | 48.0    | 29.5         | 1.7        | 31.2                         | 17.6            |
| English Proficiency            |                                  |          |               |         |              |            |                              |                 |
| Limited English proficient     | 3                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-limited English proficient | 193                              | 99.5     | 20.8          | 48.0    | 29.5         | 1.7        | 31.2                         | 17.6            |
| Socio-Economic Status          |                                  |          |               |         |              |            |                              |                 |
| Subsidized meals               | 134                              | 99.3     | 25.0          | 42.2    | 31.0         | 1.7        | 32.8                         | 17.6            |
| Full-pay meals                 | 62                               | 100.0    | 12.3          | 59.6    | 26.3         | 1.8        | 28.1                         | 17.6            |

|                                |     |       |      |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics                    |     |       |      |      |      |      |      |      |
| All students                   | 196 | 100.0 | 18.5 | 53.8 | 21.4 | 6.4  | 27.7 | 15.5 |
| Gender                         |     |       |      |      |      |      |      |      |
| Male                           | 93  | 100.0 | 21.0 | 51.9 | 18.5 | 8.6  | 27.2 | 15.5 |
| Female                         | 103 | 100.0 | 16.3 | 55.4 | 23.9 | 4.3  | 28.3 | 15.5 |
| Racial/Ethnic Group            |     |       |      |      |      |      |      |      |
| White                          | 71  | 100.0 | 6.0  | 49.3 | 32.8 | 11.9 | 44.8 | 15.5 |
| African-American               | 106 | 100.0 | 27.7 | 59.6 | 10.6 | 2.1  | 12.8 | 15.5 |
| Asian/Pacific Islander         | 2   | 100.0 | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Hispanic                       | 12  | 100.0 | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| American Indian/Alaskan        | 1   | 100.0 | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Disability Status              |     |       |      |      |      |      |      |      |
| Not disabled                   | 179 | 100.0 | 14.6 | 55.1 | 23.4 | 7.0  | 30.4 | 15.5 |
| Disabled                       | 17  | 100.0 | 60.0 | 40.0 | N/A  | N/A  | N/A  | 15.5 |
| Migrant Status                 |     |       |      |      |      |      |      |      |
| Migrant                        | N/A | 0.0   | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Non-migrant                    | 196 | 100.0 | 18.5 | 53.8 | 21.4 | 6.4  | 27.7 | 15.5 |
| English Proficiency            |     |       |      |      |      |      |      |      |
| Limited English proficient     | 3   | 100.0 | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Non-limited English proficient | 193 | 100.0 | 18.5 | 53.8 | 21.4 | 6.4  | 27.7 | 15.5 |
| Socio-Economic Status          |     |       |      |      |      |      |      |      |
| Subsidized meals               | 134 | 100.0 | 21.6 | 53.4 | 20.7 | 4.3  | 25.0 | 15.5 |
| Full-pay meals                 | 62  | 100.0 | 12.3 | 54.4 | 22.8 | 10.5 | 33.3 | 15.5 |

**PACT PERFORMANCE BY GRADE LEVEL**

|                       |         | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts |         |                                  |          |               |         |              |            |                              |
| 2002                  | Grade 3 | 73                               | N/A      | 16.7          | 34.7    | 47.2         | 1.4        | 48.6                         |
|                       | Grade 4 | 46                               | N/A      | 17.4          | 50.0    | 30.4         | 2.2        | 32.6                         |
|                       | Grade 5 | 56                               | N/A      | 29.1          | 54.5    | 14.5         | 1.8        | 16.4                         |
|                       | Grade 6 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2003                  | Grade 3 | 61                               | 98.4     | 14.8          | 40.7    | 38.9         | 5.6        | 44.4                         |
|                       | Grade 4 | 78                               | 100.0    | 12.1          | 53.0    | 34.8         | N/A        | 34.8                         |
|                       | Grade 5 | 57                               | 100.0    | 37.7          | 49.1    | 13.2         | N/A        | 13.2                         |
|                       | Grade 6 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

| Mathematics |         |     |       |      |      |      |     |      |
|-------------|---------|-----|-------|------|------|------|-----|------|
| 2002        | Grade 3 | 73  | N/A   | 25.0 | 50.0 | 15.3 | 9.7 | 25.0 |
|             | Grade 4 | 46  | N/A   | 43.5 | 39.1 | 13.0 | 4.3 | 17.4 |
|             | Grade 5 | 56  | N/A   | 20.0 | 61.8 | 18.2 | N/A | 18.2 |
|             | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
| 2003        | Grade 3 | 61  | 100.0 | 13.0 | 48.1 | 31.5 | 7.4 | 38.9 |
|             | Grade 4 | 78  | 100.0 | 13.6 | 57.6 | 19.7 | 9.1 | 28.8 |
|             | Grade 5 | 57  | 100.0 | 30.2 | 54.7 | 13.2 | 1.9 | 15.1 |
|             | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |

SCHOOL PROFILE

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 395)                                |            |                       |  |                          |
| First graders who attended full-day kindergarten | N/A        | N/A                   | N/A  | N/A                      |
| Retention rate                                   | N/A        | N/A                   | 2.7%                                       | 2.4%                     |
| Attendance rate                                  | 95.9%      | Up from 95.4%         | 95.7%                                      | 95.9%                    |
| Meeting grade 1 and 2 readiness standards        | N/A        | N/A                   | N/A  | N/A                      |
| Eligible for gifted and talented                 | 12.3%      | Up from 7.6%          | 12.3%                                      | 13.2%                    |
| On academic plans                                | N/A        | N/A                   | N/A  | N/A                      |
| On academic probation                            | N/A        | N/A                   | N/A  | N/A                      |
| With disabilities other than speech              | 5.5%       | Down from 7.1%        | 8.4%                                       | 8.0%                     |
| Older than usual for grade                       | 8.1%       | Up from 0.5%          | 1.2%                                       | 1.1%                     |
| Suspended or expelled                            | 0.0%       | No change             | 0.0%                                       | 0.0%                     |

|                                       |           |                   |           |           |
|---------------------------------------|-----------|-------------------|-----------|-----------|
| Teachers (n= 29)                      |           |                   |           |           |
| Teachers with advanced degrees        | 34.5%     | Down from 50.0%   | 47.1%     | 50.0%     |
| Continuing contract teachers          | 79.3%     | Down from 80.8%   | 86.2%     | 85.3%     |
| Highly qualified teachers             | N/A       | N/A               | N/A       | N/A       |
| Teachers returning from previous year | 82.8%     | Up from 82.4%     | 86.9%     | 86.2%     |
| Teacher attendance rate               | 96.1%     | Up from 95.1%     | 95.2%     | 95.3%     |
| Average teacher salary                | \$37,873  | Down 4.3%         | \$39,468  | \$39,909  |
| Prof. development days/teacher        | 12.6 days | Up from 12.5 days | 11.5 days | 11.4 days |

|                                    |           |                   |           |           |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School                             |           |                   |           |           |
| Principal's years at school        | 8.0       | Up from 7.0       | 4.0       | 4.0       |
| Student-teacher ratio              | 22.3 to 1 | Up from 21.8 to 1 | 18.9 to 1 | 18.9 to 1 |
| Prime instructional time           | 89.0%     | Down from 89.2%   | 89.4%     | 89.7%     |
| Dollars spent per pupil*           | \$5,005   | Up 15.1%          | \$5,649   | \$5,892   |
| Percent spent on teacher salaries* | 68.2%     | Down from 75.6%   | 66.7%     | 66.6%     |
| Opportunities in the arts          | Good      | No change         | Good      | Good      |
| Parents attending conferences      | 99.0%     | No change         | 99.0%     | 99.0%     |
| SACS accreditation                 | no        | N/A               | yes       | yes       |

\* Prior year audited financial data are reported.

|   | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools  | N/A          | N/A   |
| Highly qualified teachers in high poverty schools | N/A          | N/A   |

| Abbreviations for Missing Data |                |            |               |            |              |            |                     |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| <b>N/A</b>                     | Not Applicable | <b>N/C</b> | Not Collected | <b>N/R</b> | Not Reported | <b>I/S</b> | Insufficient Sample |

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This report card serves as a glance at life at Hunley Park Elementary School. It is designed to provide a wealth of data about our school, students, faculty, and staff. It provides an opportunity to reflect where we are as a school and chart a course for where we want to be in the future.

The mission of Hunley Park Elementary School is to ensure that all students have the skills, knowledge, and desire to become life-long learners and contributing members of society. Our primary goals for students are to read, write, listen, and speak effectively, learn and use math concepts and skills effectively, and use critical and creative thinking skills to solve problems, work within complex systems, make decisions, and generate new ideas.

Our school faculty and staff are dedicated to providing a meaningful educational experience for our students. Student academic achievement, as measured by the Palmetto Achievement Challenge Test (PACT), continues to be a major area of emphasis for our faculty and staff. To this end, we have several strategies in place, which are already seeing results. Examples of these include: Saxon Phonics for grades K, 1, and 2, Brain Boosters for grade 2, Academic Assistance for grades 1-6, and Power Writing for all grades. We are continually assessing our school and looking for ways to improve. I am excited about the progress we are making at Hunley Park Elementary School.

We are diligently working to raise academic achievement through teacher and parent training, the development of a more rigorous curriculum, stressing high expectations for all students, and holding teachers and administration accountable for students' success. We are making significant progress thanks to the efforts of our dedicated teachers and staff and the strong support of parents and community members who have contributed to our success. With the programs and innovations currently in place, the students at Hunley Park Elementary will continue to show gains in achievement. Our challenges include decreasing suspensions and expulsions.

As we work together, we will accomplish a great deal. We invite you to join us in a combined effort to help promote academic excellence at Hunley Park Elementary.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.